

State Plan Cover Page

State Name: West Virginia

Eligible Agency Submitting Plan on Behalf of State:

WV Council for Community and Technical College Education

Person at, or representing, the eligible agency responsible for answering questions on this plan:

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Type of State Plan Submission:

Type: 1-Year Transition

Special Features of State Plans Submission: (Check all that apply)

Unified - Secondary and Postsecondary

Title I and Title II (None of Title II funds have been consolidated under Title I)

I. Planning, Coordination, and Collaboration Prior To Plan Submission - West Virginia

West Virginia is submitting a one-year transition plan. Section I - Planning, Coordination and Collaboration Prior to Plan Submission is not required at this time.

II. Program Administration - West Virginia

See current appendices for Section II - Program Administration.

SECTION III

PROVISION OF SERVICES FOR SPECIAL POPULATIONS

A. Statutory Requirements

1. Program Strategies for Special Populations – Section 122(c)(9)

Secondary and Postsecondary

Career and technical education programs and activities have served students who are members of special populations for many years. Specific strategies for serving students will vary depending upon the exceptionality that pertains to the individual. Secondary students who are disabled will be afforded the services prescribed in their IEP. Remediation, curriculum modification, facility modification, instructional aids and devices, and support personnel will be provided to secondary and postsecondary students as the individual student's circumstances require. Appropriate guidance and counseling will be afforded to special populations who need additional support in order to succeed in career and technical education programs. Work-based learning experiences will be available to students without regard to their status as members of a special population. Disaggregated student achievement data collected annually through the state system of core indicators of performance will be used to determine the effectiveness of special populations' strategies.

Career and technical education programs are designed to optimize the student's opportunity to gain skills required for successful pursuit of a career and for advanced education and training, including high skill, high wage careers. This is the objective for all students, regardless of their own particular status as a member of a special population group. The state's standards for student achievement are the same for all students.

The WV Council for Community and Technical College Education has adopted policy Series 21, Freshmen Assessment Standards and Placement. This policy establishes standards to be utilized by local community and technical colleges to identify those students that are academically disadvantaged and require mandatory placement into developmental education courses if deficiencies are identified. In addition, state level leadership funds will be utilized to purchase and make available to local community and technical colleges electronic tutoring services to provide tutoring to those academically disadvantaged career-technical students in need of special assistance in order to be successful in completing the program in which they are enrolled.

SECTION IV

ACCOUNTABILITY AND EVALUATION

A. Statutory Requirements

1. Input from Eligible Recipients for Measurement Definitions for Core Indicators of Performance – Section 113(b)(1)(A); and,
2. Input from Eligible Recipients in Establishing State Adjusted Levels of Performance for Core Indicators – Section 122(c)(10)(A)

Secondary

Section 113(b)(2)(D) of the Carl D. Perkins Career and Technical Education Act of 2006 authorizes states that have developed, prior to the enactment of the Act, state career and technical education performance measures that meet the requirements of section 113 (as amended by Perkins IV) to use such performance measures to measure the progress of career and technical education students. State administrators engaged in consultations with local career and technical education staff at statewide conferences in October 2006 and March 2007 to decide the appropriate course of action in light of the new legislation. Agreement was reached that the measures established under the previous Act should be retained to the extent permitted by the new legislation in order to facilitate continuity in program evaluation and instructional improvement efforts. These meetings included a full explanation of the requirement that the eligible agency and each eligible recipient must reach agreement on the eligible recipient's levels of performance for each of the core indicators of performance for the first two program years covered by the local plan, a significant change from the previous legislation.

Postsecondary

The West Virginia Community and Technical College System established measurement definitions and approaches for performance for each of the core indicators as required by the Act. The definitions and measurement approaches were developed with input from community and technical college faculty and administrators. The document was presented to and approved by the West Virginia Community and Technical College Advisory Committee. The intent is to continue to utilize the performance measures from the previous Act with revisions and additions.

The West Virginia Council for Community and Technical College Education will utilize the Community and Technical College Advisory Committee, comprised of presidents, and the Academic Affairs Advisory Committee, comprised of chief academic officers, to review and provide

IV. Accountability and Evaluation - West Virginia

input in the development of any new or revised state level core indicators including technical skill attainment levels. These two groups are the chief administrators and the Council's link to local eligible recipients. These two groups may solicit the input of programmatic faculty for inclusion of comments to Council staff. All input will be considered and then discussed with the two groups before a final determination of levels of performance are determined.

The two groups referenced above meet at least quarterly and may meet more often if needed.

3. Valid and Reliable Definitions and Approaches for Core Indicators of Performance – Section 113(b)(2)(A)-(B)

Secondary

Career and technical education participants in West Virginia secondary schools will be those secondary students who take at least one credit course in a career and technical education program area.

Concentrators will be those secondary students who successfully complete the four required courses in an occupational career and technical education concentration as approved by the Division of Technical and Adult Education.

The state agrees to the pre-population of the measurement definitions on the FAUPL form for core indicators 1S1, 1S2, and 4S1.

Postsecondary

All eligible recipients are required to certify in their local plan that statistical, financial and descriptive reports required by the West Virginia Council for Community and Technical College Education will be submitted. All eligible recipients are subjected to an annual audit in order to assure full compliance with legislative and policy mandates.

4. Alignment with Other State and Federal Programs to Meet Accountability Requirements – Section 113(b)(2)(F); and,

5. Performance Levels for Core Indicators of Performance for First Two Years of State Plan – Section 113(b)(3)(A)(i)

Secondary

In the process of reviewing the state's secondary system of accountability for career and technical education, the state plan team, in preparing the multi-year plan under Perkins IV, will consult with representatives of other state agencies responsible for the collection of various forms of performance data, both state and federal, in order to align the indicators to the greatest extent possible.

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Measurement definitions, measurement approaches, baselines, and proposed performance levels for each of the secondary core indicators of performance (except for 1S1, 1S2, and 4S1, which are pre-populated by OVAE) will be formulated for implementation of Perkins IV accountability in the submission of the multi-year state plan. The state currently has six secondary occupational clusters: arts and humanities; engineering/technical; business/marketing; health services; human services; and, science and natural resources. Within these clusters there are 71 occupational concentrations designed to prepare students for entry into 21st century employment and/or continuing postsecondary education and training. Each concentration has four required courses based upon content standards and objectives (CSOs). Test item banks are being developed for each of these required courses. The state will seek the assistance of a third party, through a competitive bidding process, to assure alignment of CSOs and test items with industry-recognized standards. The validity and reliability of the end-of-course tests resulting from this contractual collaboration will then be established through additional third party contract. Considering the amount of preparatory work the state has already accomplished in the area of technical skill assessment, a reasonable estimate of full implementation of core indicator 2S1 would be school year 2009-2010. At least 95 percent student participation in technical skill assessment is expected by that time.

Postsecondary

Those data elements of the Workforce Investment Act and other programs will be reviewed for compatibility and where appropriate will be incorporated into the Perkins accountability elements.

6. Agreement on Adjusted Levels of Performance – Section 113(b)(4)(A)(i); and,
7. Revision to Adjusted Levels of Performance – Section 113(b)(4)(vi)

Secondary

The core indicators of performance and the state adjusted levels of performance pertaining thereto are approved by the West Virginia Board of Education as part of the state plan for career and technical education for secondary public education in the state and, as such, become state education policy. Under state statute and policy, all eligible recipients are subject to state board policy without exception. Eligible recipients may not negotiate for levels of performance that differ from those established as state board policy.

Insofar as the aforementioned state statutory requirements eliminate the option of making exceptions referred to in Section 113(b)(4)(vi), the state will rely on the authority granted in the Perkins Act at Section 113(b)(3)(A)(vii) which addresses unanticipated circumstances that arise resulting in significant changes in factors affecting the state as a whole

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and the Secretary's authority to issue objective criteria and methods for making such revisions.

Postsecondary

During the process of determining state adjusted levels of performance, all local eligible recipients will be involved in the development of the adjusted levels. Each eligible recipient will provide input, and a consensus will be reached as to the levels for each indicator as a community and technical college system. The intent is to have consistent levels of performance across the state at the postsecondary level; therefore, there will be no negotiation of performance levels that are different from the state agreed upon levels.

Adjusted levels of performance for each core indicator will be the same for all eligible recipients. It is desirable for all eligible recipients to perform at a consistent level.

Data will be reviewed annually to determine if the adjusted levels of a particular indicator is consistently not being met by eligible recipients. That indicator will be reviewed for possible adjustments with the input of all eligible recipients.

8. Reporting Data Relating to Students Participating in Career and Technical Education Programs – Section 122(c)(13)

Secondary

In addressing the requirements of Section 113(c)(2) the state has the capacity to disaggregate data for each of the core indicators of performance and to identify and quantify gaps in performance between the categories of students for whom performance data is mandated. These data are made available through the West Virginia Education Information System (WVEIS), a uniform, comprehensive, and standardized management information system (MIS) which is managed and supported by the West Virginia Department of Education (WVDE) and eight Regional Education Service Agencies (RESA). WVEIS provides the MIS services for all the state's schools and county boards of education. The project is a legislatively mandated system and is used by all county school systems to manage their daily operations. The project is primarily funded through a legislative appropriation.

The system is used for all school applications including enrollment of students, scheduling courses, taking attendance, recording grades, discipline records, keeping track of immunizations and other health related matters, recording special education, Medicaid, LEP, migrant and Title I services provided to children, plus many more daily activities.

The system is used by the county school systems to provide all

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financial operations such as writing purchase orders and making payments for goods and services received, writing payroll checks for approximately 50,000 full- and part-time employees twice a month, maintaining records of deduction and leave accrual, keeping track of warehoused products, recording of fixed assets, and tracking work positions (human resources).

All schools and county boards of education are connected through a routed wide area privately addressed network to an IBM i-series model 825 server and to one of two Internet POPs. The application software programs for the WVEIS system are loaded on one computer and on a live back-up computer. The databases created in the course of doing daily work are also stored on the IBM server where they can be accessed through a variety of report generating programs. The programs are on-line, real-time, and interactive. WVEIS/RESA support staff is located at each of the eight RESA sites. These support people assist the schools and county system staffs in using the software and gaining training in the use of the system. Additional support and application development is available at the state level.

There are approximately 14,000 users of the WVEIS system statewide. These users include principals, vice principals, secretaries, clerks, counselors, school nurses, county financial staff, payroll staff, personnel staff, et al. Some teachers use the system for the input of student grades and attendance.

WVEIS is used by school and county school system employees who have job responsibilities in the area to which they are assigned and restricted in the software. Information on students is protected by the federal privacy laws (Family Educational Rights and Privacy Act – FERPA), which restricts access to the student education record by anyone. The system is closed to those outside the WVEIS/World School Network. Security of student information is a top priority of the WVEIS staff.

WVDE collects specific data for state and federal reporting. Most of the state and federal reporting requirements can be met using the data that are created in the normal course of work in the school system. These data, in summarized form, are shared with other agencies. Student names are not shared and are not collected at the WVDE. Data are collected using a unique statewide identifier so that records can be matched for summary and longitudinal reporting.

Most of the required reports are collected electronically from the schools and county school systems through the WVEIS system. This process reduces paper work and eliminates redundant entry of data. Programs are written to pull specific data elements from the county school system active-working files to a separate area where the county can review and then “submit” the information to the WVDE. Some examples of the data collected include certified listing of employees, monthly financial reports, academic and career and technical course

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enrollments, school master schedules, reports of concentrators in career and technical education occupational concentrations, placement reports for career and technical education occupational concentrations, annual report of leave accrual, Medicaid requests for reimbursement, etc.

Postsecondary

The West Virginia Council for Community and Technical College Education through the Higher Education Policy Commission regularly collects unit-record data on students and personnel from all public higher education institutions in the state. Census data files on student enrollment are submitted in the fall, spring and summer semesters, and personnel data files are submitted in the fall and spring semesters. A financial aid data file is submitted annually, reflecting aid received in the fall, spring and summer semesters of an academic year.

The data files from each institution are electronically uploaded to the West Virginia Network for Educational Telecomputing (WVNET), where they are accessed by Council staff and merged to form a unified statewide public higher education database. Most required data elements required for this Act are available through WVNET.

9. Agreements With Consortia to Meet Levels of Performance for Each Performance Indicator – Section 204(e)(1)

Local consortia must submit a 20 star assessment with their competitive grant application (see Appendix VII). The assessment provides an annual report on the progress of each consortium. The assessment includes the Tech Prep performance indicators. Additionally, the State Tech Prep Director runs annual reports that focus on articulation use and student success rates at the postsecondary levels. The state report and local consortium's 20 star assessments are used to determine the recipients of the grant awards.

10. Annual Evaluation of Career and Technical Education Programs – Section 122(c)(8)

Secondary

The annual evaluation of the effectiveness of career and technical education programs will be based upon the data that are collected under the requirements Section 113 of the Act, including the core indicators of performance and the adjusted levels of performance for each core indicator. A data profile for each school/center offering career and technical education concentrations will be created based upon accountability data. Concentrations that fail to reach the required performance levels will be required to prepare and implement a local improvement plan as mandated by Section 123(b). The only other federal program that has been successfully coordinated with this effort is Title I of ESEA as it pertains to core indicators 1S1, 1S2, and 4S1.

Postsecondary

The West Virginia Council for Community and Technical College Education will annually evaluate the career and technical education activities of each eligible recipient, including Tech Prep education activities, through the use of state adjusted levels of performance. If the Council determines the eligible recipient is not making substantial progress in achieving the state adjusted levels of performance, the Council shall conduct an assessment of the educational needs the eligible recipient shall address to overcome local performance deficiencies; enter into an improvement plan based on the results of the assessment, including a plan for instructional and other programmatic innovations of demonstrated effectiveness and, where necessary, develop strategies for appropriate staffing and professional development; and conduct regular evaluations of the progress being made toward reaching the state adjusted levels of performance. The Council will conduct these activities in consultation with faculty, administrators, and other appropriate individuals and organizations.

The Council ensures non-duplication with other existing federal programs through regular consultation through the Workforce Planning Council. This Council is a state-level group that meets regularly to ensure a coordinated approach to meeting the workforce needs of the State. Secondary career-technical education, community and technical college education, baccalaureate-level education, Workforce Investment Act, economic development and the Governor's Secretary of Education and the Arts are represented on this group. The mission of this council is to ensure all providers of education and training, including those receiving federal funds, is not duplicating programs and courses are being used in the most efficient manner to meet the education and workforce needs of the State. In addition, eligible recipients must certify that their local plan takes into consideration manpower programs conducted in their area under the Workforce Investment Act in order to assure a coordinated approach to meeting the training needs of the area.

B. Other Department Requirements

2. Technical Skill Attainment

Secondary

Currently, 100 percent of all career-technical program completers at the secondary level have an end of course assessment which determines if the technical skill level of the particular program has been mastered by the student. This practice will continue under the new Act and will be evaluated to determine if this meets all provisions for technical skill assessment.

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Postsecondary

The majority of allied health programs require licensure examinations which constitutes technical skill assessments. The estimated percentage of allied health students of the total career and technical education student enrollment is 15 percent. Approximately an additional 10 percent of total career and technical education participants are administered other forms of licensure or certification exams.

SECTION V

TECH PREP PROGRAMS

A. Statutory Requirements

1. Formula used to Award Grants to Tech-Prep Consortia – Section 203(a)(1)

Grant awards are made to consortia on a competitive basis. Title II funds are used in conjunction with state funds.

The West Virginia Model identifies the key components through a twenty star assessment (see Appendix VI) that are necessary for institutionalizing Tech Prep. The Request for Proposals (RFP) focuses on the consortium's effort to implement the key components. Approval of consortia as eligible recipients of grant dollars is based on the following rating scale: findings of the twenty star assessments (30%), the program narrative (15%), quality and effectiveness of the consortium (20%), consortium past performance (outcome data – 30%), and the proposed management plan (5%) for delivering a quality tech prep program.

SECTION VI

FINANCIAL REQUIREMENTS

A. Statutory Requirements

1. Allotment of Funds – Section 122(c)(6)(A); Section 202(c)

Funds provided to the state under Section 111 of the Act in support of career and technical education will be allocated to the State Board of Education and the West Virginia Council for Community and Technical College Education in an amount in direct proportion as the respective career and technical enrollments of each program is to the total career and technical enrollment of the state.

2. Distribution of Funds – Section 131(g); Section 202(c)

Funds allocated to the State Board of Education for secondary and adult career and technical education programs will be distributed to local educational agencies as follows:

- a. Thirty (30) percent shall be allocated to local educational agencies in proportion to the number of individuals aged 15 through 19, inclusive, who reside in the school district served by the local educational agency for the preceding fiscal year compared to the total number of such individuals who reside in the school districts served by all local educational agencies in the state for such preceding fiscal year.

- b. Seventy (70) percent shall be allocated to local educational agencies in proportion to the number of individuals aged 15 through 19, inclusive, who reside in the school district served by the local educational agency from families with incomes below the poverty line applicable to a family of the size involved for the fiscal year for which the determination is made compared to the number of such individuals who reside in the school districts served by all the local educational agencies in the state for such preceding fiscal year.

Given the difficulties encountered in obtaining population data as prescribed by the Act, the state will use Census Bureau data for the number of individuals aged 5 through 17 who reside in the school districts served by local educational agencies in the distribution of funds to eligible recipients.

The estimated formula allocations to local educational agencies for fiscal year 2008 are provided in Appendix VIII.

VI. Financial Requirements - West Virginia

3. Distribution of Funds – Section 122(c)(6)(A); Section 202(c)

Funds will be allocated to the West Virginia Council for Community and Technical College Education for postsecondary programs. The Council shall distribute funds to eligible institutions which qualify for at least the minimum allocation. The distribution of funds to higher education institutions will be based on the following formula, utilizing the number of Pell grant recipients in approved career and technical programs at each eligible institution:

Step 1:
$$\frac{\# \text{ of Pell grant recipients (institutional approved programs)}}{\# \text{ of Pell grant recipients (state)}}$$

$$= A \text{ (institutional percentage of Pell grant total)}$$

Step 2:
$$\text{Total career and technical funds for distribution} \times A$$

$$= \text{Allocation for institution}$$

There are no enrollees receiving assistance from the Bureau of Indian Affairs in eligible institutions within the State.

The estimated formula allocations to higher education institutions for fiscal year 2008 are provided in Appendix IX.

4. Allotment of Funds to Consortia – Section 122(c)(6)(B); Section 202(c)

The state has not funded, and does not plan to fund, consortia formed among secondary schools and eligible institutions as referenced in the Act.

5. Allotment of Funds to Consortia – Section 122(c)(6)(B); Section 202(c)

The state has not funded, and does not plan to fund, consortia formed among postsecondary institutions as referenced in the Act.

6. Adjustment of Data – Section 131(a)(3)

West Virginia school district boundaries do not change.

7. Alternative Allocation Formula – Section 131(b); Section 132(b)

VI. Financial Requirements - West Virginia

West Virginia does not propose an alternative allocation formula. The State follows the statutory formula as prescribed in the Act at both the secondary and postsecondary level.

B. Other Department Requirements

2. Allocations to Consortia – Section 112(a)(c)

The state has not funded, and does not plan to fund, consortia formed among postsecondary institutions as referenced in the Act.

3. Within State Allocation – Section 112(a)

From the amount allotted to the state under Section 111, the state will distribute not less than 85 percent to eligible institutions and eligible recipients, not more than 10 percent to carry out State leadership activities, and not more than 5 percent for administration of the State plan.

The secondary distribution of funds will be based upon Section 131(a). An alternative formula will not be requested.

The postsecondary distribution of funds will be based upon Section 132(a). An alternative formula will not be requested.

4. Formula to Award Reserve Funds – Section 112(c)

Non-applicable - No reserve funds

5. Determination of Eligible Recipients – Section 112(c)

Non-applicable – No reserve funds

6. Grants to Eligible Recipients – Section 131(c)(2); 132(a)(4)

West Virginia is a rural, non-agricultural state. Most of the state is rural, except for the immediate environs of such cities as Huntington, Charleston, Wheeling, Parkersburg, Morgantown and Martinsburg, is sparsely populated. Virtually all eligible recipients will satisfy the requirement of Section 131(c)(2).

SECTION VII

EDGAR CERTIFICATIONS AND OTHER ASSURANCES

A. EDGAR Certifications

EDGAR Certifications are uploaded on the State Plan Online Submission website. Originals will be mailed on Monday, May 7, 2007.

B. Other Assurances

Other Assurances are uploaded on the State Plan Online Submission website. Originals will be mailed on Monday, May 7, 2007.

Part B: Budget Forms - West Virginia

Title I: Career and Technical Education Assistance to States (Complete)

A. Total Title I Allocation to the State	\$877,270.00	
B. Amount of Title II Tech Prep Funds to Be Consolidated with Title I Funds	\$0.00	
C. Total Amount of Combined Title I & Title II Funds to be distributed under section 112 (Line A + Line B)	\$8,428,617.00	
D. Local Formula Distribution (not less than 85%)	\$7,164,324.00	85.00%
1. Reserve (not more than 10% of Line D)	\$0.00	0.00%
a. Secondary Programs	\$0.00	%
b. Postsecondary Programs	\$0.00	%
2. Available for Formula allocations (Line D minus Line D.1)	\$7,164,324.00	100.00%
a. Secondary Programs	\$5,198,097.00	72.56%
b. Postsecondary Programs	\$1,966,227.00	27.44%
E. State Leadership (not more than 10%)	\$842,862.00	10.00%
1. Nontraditional Training and Employment	\$70,000.00	
2. Corrections of Institutions	\$84,286.00	
F. State Administration (not more than 5%)	\$421,431.00	5.00%
G. State Match (from non-federal funds)	\$1,185,000.00	

Title II: Tech Prep Programs (Complete)

A. Total Title II Allocation to the State	\$877,270.00	
B. Amount of Title II Tech Prep Funds to Be Consolidated with Title I Funds	\$0.00	
C. Amount of Title II Funds to Be Made Available For Tech Prep (Line A less Line B)	\$877,270.00	
D. Tech Prep Funds Earmarked for Consortia	\$833,406.00	
1. Percent for Consortia	95.00%	
2. Number of Consortia	9	
3. Method of Distribution	Competitive	
E. Tech Prep Administration	\$43,864.00	5.00%

Student Definitions

A. Secondary Levels

Participants

A secondary student who has earned one (1) or more credits in any career and technical education (CTE) program area.

Concentrators

A secondary student who has earned three (3) or more credits in a single CTE program area (e.g., healthcare or business services), or two (2) credits in a single CTE program area, but only in those program areas where 2 credit sequences at the secondary level are recognized by the State and/or its local eligible recipients.

B. Postsecondary/Adult Level

Participants

A postsecondary/adult student who has earned one (1) or more credits in any CTE program area.

Concentrators

A postsecondary/adult student who: (1) completes at least 12 academic or CTE credits within a single CTE program area sequence that is comprised of 12 or more academic and technical credits and terminates in the award of an industry-recognized credential, a certificate, or a degree; or (2) completes a short-term CTE program sequence of less than 12 credit units that terminates in an industry-recognized credential, a certificate, or a degree.